

## SOME CITIES PAY TEACHERS' SALARIES ALL THE YEAR

Teachers' salaries are usually paid in 10 installments, and the teachers are expected to save enough during the school term to pay their expenses during the vacation. This usually involves no inconvenience, but occasionally instances of hardship have occurred as a result of the practice. An increasing number of cities have therefore adopted the plan of making salary payments monthly throughout the year. Among the large cities which pursue this plan are Boston, Denver, Los Angeles, Memphis, New York, San Antonio, Seattle, and Tacoma.

## LEGISLATURES GIVING MORE ATTENTION TO CHILD WELFARE

Child welfare is receiving a great deal of attention from State legislatures. Many legislatures have recently provided for State child welfare commissions, and in a number of States the laws have authorized the organization of county welfare commissions. A phase of welfare which has appeared in several recent laws is the "children's code commission." This is a body created by the legislature to study child welfare and suggest a revision in codified form of all the State's laws relating to children. Among the States which have recently created children's code commissions are New York, Pennsylvania, Delaware, Maryland, Florida, Kentucky, North Dakota and Utah.

## AN EFFECTIVE APPROACH TO INTERNATIONAL GOOD WILL

In connection with the program of the education of 50,000 orphan children in the Near East, Prof. George M. Wilcox, formerly Principal of the Silver Bay School, Silver Bay, N. Y., sailed this week for Athens to become educational director of Near East Relief in Greece and Turkey. The problem of training the boys and girls under its care is now the first concern of the American relief organization in the event, which has saved the lives of approximately one million people since its beginning in 1919, and which is now the sole support of 50,000 war orphans in Armenia, Greece and Syria.

"The group of children under the care of the Near East Relief present a strategic opportunity for developing ideas of international good will, toleration and co-operation that may change that region from a center of strife and hatred to one in which the rights of other peoples are respected," said Prof. Wilcox in taking up his work. "It is a remarkable opportunity for the spirit of America—brotherhood, democracy, opportunity—to take root."

Prof. Wilcox will carry out the educational program already set up and approved by Prof. Paul Monroe of Columbia University, Commissioner Graves of New York, Dr. John Finley and other educators who have visited the Near East and inspected the work done by the Near East Relief. The first object of all education in American institutions must be to equip the children for self support. Stress is therefore laid on training in agriculture and industry which will provide a sure livelihood for these dependent boys and girls at an early age. All of the children are given a rudimentary education in the classrooms and those of most promise are being educated for the teaching profession. As teachers are sorely needed throughout the Near East this specialized work is extremely important.

To combine the actual and industrial training in such a way as to bring the best results at a minimum cost in time and money to Near East Relief is the plan Prof. Wilcox will work out.

## CURRENT EDUCATIONAL PUBLICATIONS

### ADULT READERS

READER FOR NEW AMERICANS, Books One and Two, by John A. Long. New York: American Book Co. 1923. Pp. 224 and 208.

These books are intended for adults learning to read, especially immigrants. Book One is divided into two parts, the first dealing with the experiences around the home, and the second with the new citizen's larger life in the community. Book Two enlarges this experience and deals with national citizenship. Book One is encyclopedic at the first, remin-



iscent of the foreign language grammars where the sentences were so patently a device for using the words. Toward the middle of the book the style improves, although it is never strikingly good. The content is valuable from the first and the vocabulary is so well chosen that one knows that the author has first hand experience with the Americanization problem. While the books are intended primarily as readers, they contain much practical arithmetic, geography, language and grammar, spelling, and civics.

KATHERINE M. ANTHONY

### WELL BALANCED ATHLETICS

THE THEORY OF ORGANIZED PLAY: Its Nature and Significance, by Wilbur P. Bowen and Elmer D. Mitchell. New York: A. S. Barnes & Company. 1923. Pp. 402. \$2.40.

The authors have shown us that "play" is a subject to be considered by all who are interested in general social welfare; the health worker and the social worker, as well as the physical director and the play teacher. There are chapters on "Boys' and Girls' Clubs," "The Physical Benefits of Play," "Play and Mental Growth," "Play and Citizenship."

As a textbook this work is invaluable, giving a short history of the play movement and organization of girls' and boys' clubs, outlining the progress in both Europe and America. At the end of each chapter is an extensive bibliography.

The subject of athletics in high school, college, and university is much debated at the present time. This book tells of the present conditions of specializing and "over coaching" a few athletes, disregarding the others; of favoring the wealthy class who have more time and opportunity for the pursuit of such sports as golf, tennis, and swimming outside of school hours; and of the consequent neglect of those who really need attention.

Capters on "The Psychology of Play," "Classification of Movement," "Classification of Interest," and "The Play Teacher" are both interesting and instructive.

LOUISE B. FRANKE

### GEOGRAPHY

FIRST LESSONS IN GEOGRAPHY, by P. A. Knowlton. The Macmillan Co. 1924. Pp. 257. 96 cents.

Built on the most modern educational principles, this little book introduces the child to each of the five big life-like topics—food, shelter, clothing, tools, and travel—through his own environment. A special feature of the book is a list of constructive things for the pupils to do to arouse his curiosity and interest in the topic. At the close of each chapter is a list of good thought-questions. There are a number of good maps and illustrations scattered throughout the book. The vocabulary, sentence structure, and thought are all simple and within the comprehension of a fourthgrade child.

PAMELIA ISH

THE BIOLOGY OF MAN AND OTHER ORGANISMS, by Henry R. Linville. New York: Harcourt, Brace and Company. 1923. Pp. 507. \$1.68.

The preface of this new secondary text in biology is its best review. For there Dr. Linville sets forth his vision that "Biology will no longer mean 'bugs and flowers.' It will mean life, and at the center, comprehending it all, and in large measure controlling and directing it, will stand man himself." To bring about this social improvement he thinks that the course in biology must follow the lead of human interest. So well has he himself followed this lead of human interest that it is only fair to warn the prospective teacher: the class is likely to read the book from cover to cover, in the meantime taking to wood and stream, and unless the teacher is one who knows life as well as the laboratory—to leave him far behind.

The author has drawn freely from the masters of his science, from Darwin, Pasteur, Mendel, and from Edwin Conklin. There results such a frank treatment of the origin of life that those who fear for the faith of the secondary school child will hesitate to put the book into his hands. It should not be used except by a teacher who has seen through the apparent conflict between science and religion and realizes that they support each other. But, after all, should any one who has not thought this problem through, be allowed to teach Biology in the secondary school?

KATHERINE M. ANTHONY



## A BOOK FOR MISSOURIANS

ESSENTIALS OF THE NEW AGRICULTURE, by Henry Jackson Waters. Boston: Ginn and Company. 1924. Pp. 530. \$1.60.

At rare intervals a book appears in each of the several fields of instruction that is of unusual merit. Such a book is this. Quite a few textbooks in elementary agriculture have been published in the last few years, but in my opinion, Waters has succeeded far better than any other in approaching the ideal.

There are 357 well chosen illustrations. Not one of them could be omitted if the instruction given is to be complete. A good proportion of these illustrations contrast good and poor farm practices, plants and animals. In addition there are six pages in colors, of which the two of horses and cattle are invaluable.

Another striking general impression is that the subject matter is not only accurate and ample but is also concise. The 530 pages could have been indefinitely extended without any material addition to their fund of information. If it is desired to increase the available material for reference and study, the list of texts and bulletins at the end of each chapter will supply the necessary material.

The whole book is arranged for teaching by a combination of the project, actual farm study, problem, and laboratory methods, as well as by class discussions. The problem outlines at the end of each chapter are especially valuable and furnish the basis of the class discussions. As compared with other texts, approximately the same topics of discussion are found. It is the method of presentation that affords the real contrast. In agriculture we believe it is better to study a cow than to hear a teacher talk about one; I suggest that you get a copy of this book and let it speak for itself.

GEORGE W. CHAPPELEAR

FRENCH IDIOMS AND PHRASES, by Genevieve H. Cheney. Boston: Ginn and Company. Pp. 79.

This is another of those useful books in tablet form with detachable tests for swift classwork. Selections from these varied drills will afford good setting-up exercises at the beginning of the French hour, with their inviting blank spaces to be filled in with idioms learned a few at a time throughout the book.

A BOOK OF ENGLISH LITERATURE, selected and edited by Franklin Bliss Snyder and Robert Grant Martin. New York: The Macmillan Company. 1924. Revised and enlarged edition. Pp. 1022. \$3.50.

For use in college survey classes, this volume has recently been brought up to date by the addition of much contemporary writing, including generous selections from A. E. Housman, Wm. B. Yeats, John Masefield, Wilfred Wilson Gibson, and a taste from each of Bennett, Conrad, Wells, Beerbohm, and Galsworthy. It is a comprehensive volume, handsomely printed.

## NEWS OF THE COLLEGE AND ITS ALUMNAE

## INKLINGS

When these lackadaisical newslets come to be read, the campus will be quick with eager footsteps, enthusiastic greetings, joyous reunions, with vivid crepes and more subdued serges—indeed, there is a theme for poetry in the joyous gaiety that hovers over the campus when the fall term begins. But when these lines were written an ominous thunder shower was in the offing, the buildings were quiet but for the rat-tat-tat of a few typewriters, the tap-tap-tap of the carpenters' hammers, and the shwoo-shwoo of the floor waxers. And so—if vacation comes, can fall be far behind?

Returning to Harrisonburg after a three months' absence, students will be astonished to find that Mr. Duke has waved a magic wand over the one vacant lot across the campus on South Main Street—and lo, a new apartment house, similar to the Shenandoah Apartments, has arisen. And back of Cleveland Cottage they will find the new swimming pool which added so much to the pleasure of the summer students. These, with the new porch on Alumnae Hall, are the only changes apparent on the campus, except that the hill-top has been cut down and graded a little more and that the pile of stone has grown larger waiting for the rock-crusher.

During August our entertainments have included two performances by the Devereux Players, who won much praise for the same presentations here in the Spring. At assembly Miss Zinita Graf spoke of the values of